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ABSTRACT

These instructional objectives, written by Mildred L. Anderson, have been selected from materials used at Golden West College (California). These objectives are offered simply as samples that may be used where they correspond to the skills, abilities, and attitudes instructors want their students to acquire. These objectives may also serve as models for assisting instructors to translate their courses into specific measurable terms. (MB)

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Instructional Objectives for Junior College Courses in Retailing: Salesmanship; Principles of Retailing; Advertising

Retailing 21 - Salesmanship
Retailing 51 - Principles of Retailing
Retailing 53 - Advertising
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GOLDEN WEST COLLEGE

RETAILING #21

Salesmanship

Mildred L. Anderson - Instructor

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COURSE CONTENT

A. Major Objectives of Course:

Since selling is a philosophy of living, the objectives of this course are to develop your basic persuasive abilities and to provide an opportunity for you to learn and apply the principles of selling in order to reach your goal of employment or advance in your current position--to increase your "ability to handle" people--the basis of leadership in any business field or walk of life.

Occupational training is a major purpose of junior colleges and the curriculum is designed to provide training which enables the students to obtain employment and to advance on the job, as well as to give that breadth of understanding which is essential for personal and community effectiveness.

B. List of Units of Instruction:

		Chapters
I.	Introduction	
	Selling: Basic Human Behavior	1
	Careers in Selling	2
II.	Preparation for Selling	
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MATERIALS OF INSTRUCTION

A. Required Textbook:

"Textbook of Salesmanship" - Eighth Edition
Authors - Russell, Beach and Buskirk
Publishers - McGraw-Hill Book Company

B. Library Materials:

I. Books:

Author	Title
Bennet, M.	Power of Inspired Salesmanship
Bettger, L.	How I Raised Myself from Failure.....
Blumenthal, M.	Great Sales by Today's Great Salesmen
Cox, Clarise	How Women Can Make Up to $1,000 a Week
Gayle, Willie	Seven Seconds to Success in Selling
Goodrich, M.	Your Future in Direct Selling
Hattwick, M. S.	New Psychology of Selling
McDonald, J.	Strategies that Close Sales
McKeon, W.	Psychology of Selling
Minsky, Betty	Gimmicks Make Money in Retailing
Roth, C. B.	Secrets of Closing Sale
Rothman, Joseph	Surest Way to a Sale
Russell, F. A.	Textbook of Salesmanship
Trolins, S. R.	How to be a Power Closer in Selling
Walters, Dorothy	The Selling Power of a Woman
Berton, Pierre	Antecdotes, Mtc.
Ling, Mona	How to Increase Sales and Put Yourself Across on the Phone

II. Periodicals:

Business Week	Nation's Business
Changing Times	Sales Management
Consumer Reports	Fortune
Journal of Retailing	Public Relations Journal
Journal of Marketing	Personnel Journal
Merchandising Week	Survey of Current Business

III. Newspapers:

Women's Wear Daily	Wall Street Journal

C. Audio-visual Materials:

Motion Films
Slides and Strips
Handouts

UNIT I

INTRODUCTION:

Selling: Basic Human Behavior
Careers in Selling

A. Major Concept

Selling is an ancient art and over the years the salesman's duties and functions have been constantly changing. There are many factors operating to bring about these changes but several functions will always remain to be performed by him. Sales careers possess some distinctive characteristics which set them off from most other vocations and the field offers a variety of types of selling positions.

B. Specific Objectives

Chapter 1

1. Define and give an example of the 5 functions performed by a salesman.

2. Trace the role of the salesman in society from Colonial Days to the present time.

Chapter 2

1. Know the 8 distinctive characteristics of sales careers and know why any one of these would make a sales career appealing.

2. Give a description of the activities (i.e. what they do, who they sell, future, etc.) of each of the 5 main types of salesman.

C. Planned Activities

1. Chapters 1 and 2

2. Written Assignment: Cases 1-1 and Case 2-3

UNIT II

NEED FOR KNOWLEDGE:

.....You
.....Product Knowledge

A. Major Concept

Any individual who is trying to decide whether he would succeed as a salesman must first analyze himself and analyze the particular selling position he is considering. Since there are many kinds of selling jobs, many different types of salesmen are required. Also, without a complete knowledge of his product and how it can help his cutomer solve his problems, the success of a salesman is never guaranteed.

B. Specific Objectives

Chapter 3

1. Evaluate a minimum of 15 traits, qualities, attitudes, abilities, characteristics and/or attitudes that make up the effective salesman.

2. Know a minimum of 6 undesirable traits in a salesman and why he should try to overcome them.

Chapter 4

1. Understand why a salesman needs knowledge of his product and what nine facts he ought to know to be a good salesman.

2. In addition to actual experience being the first and most important source of product information, know the 5 best sources of product knowledge.

C. Planned Activities

1. Chapters 3 and 4.

2. Brief written reports by students on shopping trip and observation of the salesmen who waited on them, referring particularly to his personality traits, etc. and his knowledge of the product.

3. Handouts

4. Written Assignment - Case 4-1

UNIT III

BUYING MOTIVES
.....or WHY PEOPLE BUY

A. Major Concept

After learning what the salesman ought to know about himself and about the product he is selling, attention is now to the prospective buyer to study some of the things which the salesman should know about why he buys and how the salesman can utilize this knowledge in selling him his product. The salesman does not sell anything; he merely helps to condition the mind of the prospect so that the latter buys!

B. Specific Objectives

1. In addition to knowing that all prospects are different from each other because of their individual backgrounds, attitudes, habits, etc., know the 4 general conditions which cause a prospect to react differently at various times; know 3 examples of each condition; and know which of these conditions the salesman can or cannot control.

2. Define the 2 major buying motives and give 6 examples of each.

3. Understand the "problem-solving approach" in selling and its relation to why prospects buy a product.

4. Know the 4 basic selves and their influence on buying a product by a prospect.

5. Distinguish between a buying motive and a talking point and their relationship to "why people buy."

C. Planned Activities

1. Chapter 5.

2. Students' presentations in class with 4 advertisements which illustrate 2 emotional and 2 rational buying motives being appealed to by same.

3. Brief student demonstrations in class in selling situations illustrating buying motives.

4. First 1/2 of Mid-Term Examination on Units I, II and III (Chapters 1-5).

UNIT IV

PROSPECTING
...or THE POTENTIAL BUYER

A. Major Concept

There are two conditions which the salesman must look for before he can classify a lead as being a prospective buyer. First, the person or organization must be able to benefit from buying the product. Second, no matter how badly the prospect may want the product or how much he can benefit from it, if he cannot pay for it, he is not a prospect. The main reason a salesman feels that prospecting is important is that it helps him to sell more and he must determine which system or systems he can use which will make him more efficient and productive.

B. Specific Objectives

1. Differentiate between a "lead" and a "prospect".
2. Compare the importance of prospecting to each of the 4 different types of salesmen.
3. Describe the 6 most commonly used prospecting systems, plus the 4 sources considered important by Maytag Corp.
4. Contrast the 3 ways a salesman may determine the best prospecting system for him to use.

C. Planned Activities

1. Chapter 6
2. Written Assignment: Page 183--Questions 1, 2, 3, 5, 7 and 8
3. Film - "Prospecting"

UNIT V

THE PREAPPROACH
.....and THE APPROACH

A. Major Concept

The Preapproach is the first of the 5 stages of the actual sales interview and has 5 objectives: provide additional information, gain insight into how best to approach the prospect, obtain information around which the presentation can be better planned, keep the salesman from making serious errors, and to give the salesman more confidence. He uses this information in planning the next stage--the actual approach--a very important stage when sales can be made or lost.

B. Specific Objectives

Chapter 7

1. Describe the 5 objectives of the preapproach.

2. Name a minimum of 8 items a salesman should know about a prospect as an individual; determine the facts the salesman should know about the prospect's business association--minimum of 4 each in the areas of the company's personnel, the company's operation, and the buying practices of the company.

3. Describe the 9 sources of information available to a salesman in the development of the preapproach.

Chapter 8

1. Describe the 4 objectives of the approach.

2. Determine the attitudes and activities of a salesman attempting to gain an interview with a prospect with whom he has no appointment.

3. Describe 3 methods of obtaining an interview with the prospect other than directly calling on him and asking for it.

4. Differentiate between the 11 major methods for approaching prospects and be able to give an example of each method.

5. Evaluate the importance of the 10 important details of a good approach which should be observed by a salesman.

C. Planned Activities

1. Chapters 7 and 8.
2. Films
3. Handout
4. Written Assignment: Case 8 - 1

UNIT VI

THE ART OF PERSUASION

A. Major Concept

Persuasion involves motivation and is aimed at inducing action--a matter of not only chaning another's thinking on a subject but of causing him to do something. A salesman tries to learn all he can about how his prospect has acted in relation with his (the prospect's) aims and goals; which goals the prospect is most eager to reach; attempts to integrate the prospect's interests with his own; and then persuades him to buy the product he is selling.

B. Specific Objectives

1. Differentiate between the 2 methods of inducing action on the part of the prospect; compare their importance and use in selling.
2. Determine 10 specific situations when suggestions may be used to advantage.
3. Contrast the 8 types of suggestion presented in the text, plus the use of emotional words to stimulate prospects.
4. Determine the 5 general rules which should be followed when logic should be used by a salesman in his presentation.
5. Describe 3 techniques in selling when logical reasoning is necessary to persuade a prospect to buy his product.

C. Planned Activities

1. Chapter 9
2. Written Assignment: Question 3, page 280
3. Handout
4. Second 1/2 of Mid-Term Examination on Units IV, V, and VI (Chapters 6-9)

UNIT VII

THE PRESENTATION
....How to Win Confidence
....How to Make It Complete and Meeting Competition
....How to Make It Clear

A. Major Concept

The presentation is the heart of the selling process. Everything the salesman has done up to this point has been in preparation for it. It should be complete, covering every needed fact: it should eliminate competition by establishing the salesman's proposition as the one best way to solve the prospect's problems; it should be clear, leaving no misunderstanding; it should win the prospect's confidence in the salesman, the product, and its manufacturer.

B. Specific Objectives

Chapter 10

1. Determine the 3 main objectives of the presentation.

2. Differentiate between the 4 essentials of a good presentation.

3. Describe how the salesman's personality and behavior can enhance or detract from the believability of his presentation--emphasize 4 essential characteristics.

4. Compare the 11 confidence-building techniques which a salesman can use to win the confidence of the prospect.

5. Describe 6 other basic strategies which can be used in all interviews.

Chapter 11

1. Compare the advantages and disadvantages of the memorized presentation, the organized sales talk, and the perfect product comparison plan.

2. Describe the 8 basic strategies recommended for use in handling certain situations in selling, plus the handling of interview interruptions.

3. Describe the 3 views on the handling of competition and the specific ways a salesman can anticipate and forestall this problem before his presentation.

Chapter 12

1. Describe the 4 ways in which the clarity of a presentation can be increased by a salesman.

2. Compare and evaluate the 2 main types of dramatization--visualization and testing--including the 5 methods which can be used by a salesman in visualization and the 3 essentials of a good "test" demonstration.

UNIT VII - continued

C. Planned Activities

1. Chapters 10, 11, and 12.

2. Handout

3. Film

4. Written Assignments: Chapter 10 - Cases 10-1 thru 10-5
   Chapter 12 - Handout Case Problem.

5. Class demonstrations with a product utilizing "dramatization"--either or both visualization and testing--to increase clarity in presentation. Chapter 12.

6. Quiz on Unit VII - date on schedule.

UNIT VIII

HANDLING OBJECTIONS

A. Major Concept

The salesman should realize that objections from the prospect during the Presentation are an integral part of the sales process for they are guideposts to the prospect's reactions. He must be aware of the nature of objections and various basic strategies for handling them.

B. Specific Objectives

Chapter 13

1. Define an "objection" with reference to the salesman and the prospect, determining what is behind every honest objection.

2. Describe the role of objections in the sales process--their frequency of use, salesman's attitude toward them, and their value as guideposts to the prospect's reactions.

3. Describe the over-all strategy of handling objections and include the 8 specific methods or attitudes a salesman should employ or assume.

4. Compare the 5 techniques a salesman can use to uncover hidden objections.

5. Differentiate between the 6 ways to handle honest objections.

Chapter 14

1. Determine the 6 buying decisions to which objections can be related and which the salesman must gain before he can make the sale.

2. Describe the more common objections related to these 6 buying decisions and determine methods which might be used to handle them.

C. Planned Activities

1. Chapters 13 and 14

2. Handouts

3. Class demonstrations by students, responding to objections to products.

4. Written Assignments: Chapter 13 - Questions 3 and 7 thru 10.
Chapter 14 - Case 14-1.

UNIT IX

THE CLOSE.....
THE DEPARTURE and THE FOLLOW-UP.....

A. Major Concept

Everything that has gone before--prospecting, pre-approach, approach, presentation, handling objections--has been focused on the close--the actual getting the prospect to agree to buy or give an order. His attitude as he departs from the prospect and any necessary follow-up can be an investment that will bring the salesman greater sales in the future.

B. Specific Objectives

Chapter 15

1. Evaluate the importance of "The Close" and the 6 overall tactics which would apply to all sales.

2. Determine when, how and why a salesman may use any or all of the 12 closing techniques to aid him in getting a decision to buy from his prospect.

3. Describe the 4 ideas given in the text with relation to the size of orders and the importance of certain words during "The Close."

Chapter 16

1. Determine the 6 blunders and reactions to be avoided by a salesman after a successful and/or unsuccessful sale.

2. Evaluate the 3 factors related to the importance of the "Follow-up" -- both to the salesman and the prospect.

3. Compare the 6 reasons which make it advantageous for the salesman to spend time on the "Follow-up."

C. Planned Activities

1. Chapters 15 and 16

2. Handout

3. Written Assignment: Chapter 15, Case Study 15-1

4. Quiz on Chapters 13, 14, 15, and 16 - date on schedule

UNIT X

RETAIL SALESMANSHIP

A. Major Concept

Retail Salesmanship, with its emphasis on helping customers buy, involves three steps: 1. Finding out what the customer really wants 2. Selecting the merchandise best suited to the customer's needs and 3. Pointing out why and how the merchandise selected will fill these needs satisfactorily. Retail salesmen who follow these three steps avoid all semblance of pressure and really help their customers to buy.

B. Specific Objectives

1. Evaluate the general level of retail salesmanship today with particular reference to courteousness, pressure selling, knowledge of merchandise, service to and interest in customers.

2. Compare the retailer's reply to Specific Objective #1 with relation to customers' attitudes, trend to self-service, store expenses, and the wages paid to salesmen in retail stores.

3. Evaluate and compare the use of the 3 types of Approaches--service, salutation, and merchandise.

4. Determine the value of the salesperson's attitude with reference to the promptness of his approach, alertness, facial expression, degree of eagerness, and the basic reason for his being a salesperson in a retail store.

5. Describe the 4 methods a salesperson may use to show how his merchandise will solve his customer's problem.

6. Differentiate between the 8 problems in retail selling and determine how each of them could be handled successfully by a salesperson.

C. Planned Activities

1. Chapter 17

2. Verbal presentation in class of Shopper's Report on retail salesman.

3. Handouts

4. Verbal presentation in class by teams of Discussion Questions, pgs. 504-5.

UNIT XI

THE SALESMAN AS A PERSON

Ethical Problems in Selling
Attitudes, Philosophies and Methods
The Managerial Environment

A. Major Concept

The mere knowledge of sound selling methods does not insure success as a salesman. Some of the missing ingredients are his philosophies and attitudes which he must also put into action. At the same time he will encounter ethical problems in customer relations, with his employers, and with his competitors. This Unit suggests some of the consequences of dealing with them unwisely. The latter portion of the unit covers the relationship of the salesman with his firm--getting the job initially, methods of selection of new salesman, training courses, sales territories.

B. Specific Objectives

Chapter 18

1. Compare the 6 ethical problems a salesman may encounter in customer relations.

2. Differentiate between the 7 ethical problems related to the salesman's employer and the 3 related to his competitors.

Chapter 19

1. Compare the value of the attitudes and philosophies of a salesman and his knowledge of selling methods in relation to his success as a salesman.

2. Determine the 1 best source of inspiration and information for a salesman and be able to state 3 examples of its advantages to the salesman.

3. Describe the 3 areas which a salesman can do something about--constructively--to insure the right attitudes for success selling.

4. Evaluate the use of systematic work methods by a salesman with particular emphasis as to how he manages his time.

Chapter 20

1. Evaluate the 5 steps usually followed by firms in the selection of applicants for sales jobs, particularly their use of tests.

2. Determine the 3 main factors which govern the size of the sales territory assigned to a salesman by his firm.

UNIT XI - continued

3. Describe the 5 basic factors which are combined in various ways by firms as compensation plans for their salesmen.

4. Compare the 3 types of assistance a firm and give a salesman to stimulate his efforts thus increasing sales for him and the firm.

C. Planned Activities

1. Chapters 18, 19 and 20.

2. Handouts

3. Written Assignments: Chapter 19 - Case 19-1, pages 551-561
~~Chapter 20 - Handout Case Problem~~

UNIT XII

SEMESTER PROJECT

A. Major Concept

The Semester Project will demonstrate the development of the persuasive abilities of the student as he applies his learning and understanding of the principles of selling in any field.

B. Specific Objectives

1. Choose a product which will be sold outside of a retail store obtain all the facts about its construction, materials, operation, use, sizes and prices, etc.

2. Describe the salesman--determine the type of salesman for the above product, specific personal qualifications, personality traits, etc.; describe the firm manufacturing the product, plus any pertinent information regarding its training program and employment conditions.

3. Choose a prospect, stating all the information obtained about him; describe the prospecting system used and the development of the preapproach and approach; determine buying motives of prospect.

4. Develop an interview with the prospect as a dialogue or actual conversation, carrying the sale through to the departure, plus a follow-up if needed for the product. This portion should describe the circumstances and environment of the interview, actions of the prospect and the salesman, interruptions, etc. Comments, parenthetically, can explain why situations are handled in a certain way or why certain things are said by either the salesman or the prospect. The dialogue should include specific examples of the salesman's handling of objections made by the prospect; talking points; confidence-building techniques; and closing technique.

C. Planned Activities

1. Project may include advertisements, diagrams, charts, etc. which may assist salesman in his presentation.

2. Length of project will be determined by the salesman based upon his planning, organization, and presentation of material. However, specific objective #4, (if verbally presented) should require a minimum of 15 minutes.

3. Project will be typed outside of class and any references, contacts, sources of information, etc. may be utilized by the salesman.

G O L D E N W E S T C O L L E G E

MANAGEMENT - RETAILING #51

Retailing

Mildred L. Anderson - Instructor

Fall Semester - 1969

T A B L E O F C O N T E N T S

I. COURSE CONTENT
- A. Major Objectives of Course
- B. List of Units of Instruction

II. MATERIALS OF INSTRUCTION
- A. Required Textbooks
- B. Library Materials
- C. Audio-Visual Materials

III. ORGANIZATION OF UNITS OF INSTRUCTION
- A. Major Concept
- B. Specific Objectives
- C. Planned Activities

COURSE CONTENT

A. Major Objectives of Course

Since effective operations of retail businesses are based on a broad knowledge of current practices and essential principles governing courses of action in the retail field, the major objectives of this course are to give the student a comprehensive and thorough knowledge of the basic principles and methods to be used in operating and managing retail businesses with emphasis on the problems of merchandising and the solution of retail problems using the case study method.

Occupational training is a major purpose of junior colleges and the curriculum is designed to provide training which enables the students to obtain employment and to advance on the job, as well as to give that breadth of understanding which is essential for personal and community effectiveness.

B. List of Units of Instruction

		Chapters
I.	The Retail Revolution	1
II.	Careers in Retailing	2-3
III.	The Retail Store	4-5-6
IV.	Retail Organization and Management	7-8-9
V.	Buying	10-11-12
VI.	Merchandise Management	13-14
VII.	Receiving and Pricing	15-16-17
VIII.	Sales Promotion and Customer Services	18 thru 22
IX.	Retail Insurance	27
X.	Coordination--A Major Management Responsibility	28

MATERIALS OF INSTRUCTION

A. Required Textbooks:

1. "Retailing--Principles and Methods" - 1963
   Authors - D. J. Duncan and C. F. Phillips
   Publishers - Richard D. Irwin, Inc.

2. "Selected Case Problems in Retailing" - 1956
   Author - David E. Faville
   Publishers - Prentice-Hall, Inc.

B. Library Materials:

1. Books:

Author	Title
Cameron, Mary O.	The Booster and the Switch
Ferry, J. W.	History of Department Stores
Entenberg, R. D.	Changing Competitive Position
Kaplan, A. A.	Careers in Department Stores
Wingate, Isabel	Know Your Merchandise
Kelley, Pearce	How to Organize and Operate a Small Business
Proxmire, William	Can Small Business Survive
Broom, Halsey	Small Business Management
Robinson, O. P.	Store Organization and Operation
Kaplan, A. O.	Careers in Department Store Merchandising
Gold, Edward	Dynamic of Retailing
Lasser, D.	How to Run Small Business
Davidson, M.	Retailing Management
Scott, W.	Your Future in Retailing
Mauger, S.	Modern Display Techniques
Hepner, H. W.	Advertising
Reeves, Rosser	Reality in Advertising
Barton, Roger	Media in Advertising
Smith, R. L.	Bargain Hucksters
Tyler, Poyntz	Advertising in America

2. Periodicals:

Business Week	Modern Packaging	Harvard Business Review
Chain Store Age	Management Review	Journal of Retailing
Distribution Age	Nation's Business	Merchandising Week
Fortune	Printer's Ink	Progressive Grocer
Changing Times	Purchasing	Super Market Merchandising
Consumer Reports	Sales Management	Survey of Current Business

3. Newspapers:

Women's Wear Daily Wall Street Journal

C. Audio-visual Materials:

Motion Films Slides and Strips Handouts

UNIT I

THE RETAIL REVOLUTION

Retailing: An Ever-Changing Field

A. Major Concept

Since current developments may make retailing tomorrow significantly different from retailing today it is important that the nature and implications of these changes by appreciated. This can be accomplished by understanding certain basic facts about retailers in the United States today, the major elements responsible for the present ferment in retailing, and retailing's response to these factors.

B. Specific Objectives

1. Define the term "retailing", know why retailing is a study of contrasts and distinguish between the "methods of retailing" determining their relative importance.

2. Know why the retailing revolution is taking place, the four basic factors contributing to the turmoil, and retailing's response to the revolution, in general.

3. Evaluate the 11 trends in response to the retailing revolution.

C. Planned Activities

1. Chapter 1

2. Handout

3. Case Analyses: No. 12

UNIT II

CAREERS IN RETAILING

Successful Retail Management
The College Student in Retailing

A. Major Concept

The successful operation of a retail business is not an easy task and there are several main requirements of effective retail management in the political, social and economic environments in which the businessman must operate. Because of the large number and variety of retail stores in the United States, the diversity of positions, the broad scope of abilities required for these positions, and the top management of these stores recognizing the advantages of college training for success in retailing, there are numerous and rewarding opportunities for college students in the field of retailing.

B. Specific Objectives

Chapter 2

1. Compare the 5 main requirements for effective retail management and the importance of each in relation to the other 4.

2. Know a minimum of 8 personal qualities necessary for the success of retail executive and determine which 2 you personally consider to be the most important.

3. Evaluate the effectiveness of business policies, determine why policies are essential to success in retailing and illustrate with 3 areas in which they are required.

Chapter 3

1. Know the 8 general and 3 specific characteristics of retailing as a field of employment and determine which 4 of any of these encourage you to enter this field.

2. Understand the pros and cons of working in a small store vs. a large store, owning your own store, working for a group of chain stores, or working in a discount house.

C. Planned Activities

1. Chapters 2 and 3.
2. Case Analysis: No. 97
3. Brief verbal reports of student's interview with local retailer on how, why and when he entered retailing field, etc.--chapt. 3
4. Handouts

UNIT III

THE RETAIL STORE

Store Location
Store Design and Facilities
Planning the Store's Layout

A. Major Concept

Good location is essential to success in retailing since it determines to a large degree the sales made and the profits realized not only for the owner of the land and the building occupied by the store but for the retail manager himself. In Addition to its location, the store's design and facilities and the arrangement of the merchandise and equipment within the store must be planned so that the conduct of business can be operated to answer the needs of the customer at the lowest cost to the store.

B. Specific Objectives

Chapter 4

1. With relation to choosing a location for a store, know a minimum of 5 specific points with reference to choosing a city or trading area and 4 with reference to choosing a site within this city or area.

2. Understand the 5 major factors responsible for the decentralization of retail trade plus the trends and problems of the future.

Chapter 5

1. Know a minimum of 5 features which describe a store which is well-designed for effective selling.

2. Determine the importance of the steps involved in preparing a store for occupancy--exterior and interior in general and lighting, fixtures and equipment specifically.

Chapter 6

1. Understand how layout problems in a store are affected by the kinds and amounts of merchandise to be handled, the characteristics of the customers to be sold, and the type of fixtures and equipment to be installed.

2. Know the 6 factors which influence the type and choice of displays used in a store.

3. Distinguish between self-service and self-selection; know a minimum of 4 each of the favorable and unfavorable elements of self-service operations.

C. Planned Activities

1. Chapters 4, 5, and 6.

2. Tentative field trip to retail store (written evaluation by student--extra credit)

3. Case analyses:

   Chapter 4 - Case #6 - Location
   Chapter 6 - Case 63 - Layout

4. Brief verbal reports of students' interview with local retailer on location choice by same---Chapter 5.

5. Students' layout and display plans for merchandise of their choice, incorporating self-selection and/or self-service.

6. First 1/2 of Mid-Term Examination on Units I, II, and III (Chapters 1-6).

UNIT IV

RETAIL ORGANIZATION

Structure of the Retail Organization
Retail Personnel Management - I
Retail Personnel Management - II

A. Major Concept

As in any business, it is essential that retailing policies be formulated clearly, that an organization be built to carry out these policies and that the organization be administered effectively to accomplish the desired results. The basic aim of retail organization is to enable the firm to serve the customer and its structure must be founded upon its specific needs and requirements. As an important part of the retail organization, personnel management involves the handling of the various problems connected with the organization's employees and developing a staff that will perform their functions satisfactorily from both the retailer's and the customer's point of view.

B. Specific Objectives

Chapter 7

1. Compare the organizational structures and needs of the following: a single-proprietorship store, a small department store, a large department store, and a chain store.

2. List 10 benefits for departmentizing in a retail store and the 6 steps taken to operate the store by departmentizing.

3. Compare the activities, responsibilities, and persons included in the 4 divisions in the organizational structure of a typical department store; name the 4 prime functions of general management, also.

4. Name the significant trends in store organization and their effect on retailing in the future.

Chapter 8

1. Compare the main factors responsible for the increased emphasis on personnel management in retail stores in recent years.

2. Differentiate between the 4 steps taken in recruiting and maintaining an adequate force of retail employees.

3. List the 5 advantages to a retail store as a result of training its employees adequately.

Chapter 9

1. Determine the 5 requisites which should be conformed to by a retail store in order to have an ideal compensation plan for the employees.

2. Name and compare the 4 main compensation plans for salespeople in a retail establishment and name the methods of payment of non-selling employees and managerial personnel.

3. When given the weekly salary of a salesperson and his dollar sales for a week, be able to compute the salesperson's weekly bonus if the bonus is 2% on all sales over a quota that is set at a 6% selling cost.

4. Name the 5 major objectives of a job evaluation; compare values of each.

5. Contrast the 9 personnel functions involved in keeping employees at a satisfactory performance level.

6. State why there has been a relatively slow growth of retail trade unions in this country and predict what their future growth will be.

C. Planned Activities

1. Chapters 7, 8 and 9.

2. Case analyses: No. 5 and No. 75

3. Films

4. Brief written reports on student's interview with a retail employee (or his own personal experience) regarding the training given him before and while on the job; evaluate this training and recommend any changes to be made....Chapter 8.

UNIT V

BUYING

Basic Considerations
Sources of Supply and Suitable Merchandise
Negotiations for Merchandise and Vendor Relations

A. Major Concept

As used by the retailer the term "buying" involves formulating effective buying policies, determining customer wants, selecting sources of supply, determining suitability of the merchandise offered for sale, negotiating terms of sale and transferring title. Since the work of persons known in various retail organizations as "buyers" may consist of less or more than these functions, this Unit is interested only in how the buying function is performed irrespective of the title and other functions as individual may perform in a retail store.

B. Specific Objectives

Chapter 10

1. Define "buying" and list the 6 steps included in the buying function.

2. Determine the importance of buying policies and name the 2 basic considerations to be taken into account in establishing these policies.

3. Differentiate between the 6 inside sources and the 5 outside sources a buyer has for gathering information as to the types, kinds and prices of goods wanted by present and future customers.

4. Determine the 4 factors which aid a retailer in deciding how much to buy at any particular time.

5. Distinguish between a "basic stock list" and a "model stock" and the problems involved in establishing them based on past sales.

Chapter 11

1. Name the 3 main sources of supply from whom retailers obtain merchandise; contrast the importance of each as a source of supply to the various retailers.

2. Distinguish between the activities of the vendor and the retailer in bringing buyers and sellers together.

3. Differentiate between resident buying offices, central buying, and group buying; state the advantages and disadvantages of each to the buyer and the retail store.

4. Describe the general rules for determining the suitability of the merchandise being purchased and purposes for using testing bureaus by retailers.

Chapter 12

1. Name the 2 elements known as "terms of sale and describe the general rules a retailer should follow in negotiating with vendors.

2. Define "discount" and differentiate between the 6 kinds of discounts and their use and importance to retailers.

3. Name and define the 2 general groups of "datings" and compare the various types of future datings--extra, F.O.M., advance, seasonal, and R.O.G.

4. Describe the 3 other negotiations for merchandise by buyers and their advantages to the retailer and/or vendor.

5. Distinguish between transfer of title, consignment buying, and returns of merchandise to vendors.

C. Planned Activities

1. Chapters 10, 11 and 12.

2. Case analyses: No. 20 and No. 16

3. Handouts

4. Second 1/2 of Mid-Term Examination on Units IV and V (Chapters 7 thru 12)

UNIT VI

MERCHANDISE MANAGEMENT

.....Merchandise Control

A. Major Concept

Proper merchandise management/control minimizes the investment in inventory consistent with the satisfactory fulfillment of customers' wants. Although some form of inventory management/control is needed in all stores, the methods employed differ widely. As stores grow in size more written merchandise records of various types are required as aids to the judgement of the buyer. This Unit emphasizes the general purposes of merchandise management/control and the methods employed to accomplish these objectives.

B. Specific Objectives

Chapter XIII

1. Determine the over-all objective of merchandise control and relate it to the 4 main purposes of merchandise control and the 4 limitations of merchandise control.

2. Determine where the responsibility for merchandise control lies in various sizes and types of retail stores.

3. Define and contrast the 2 methods of merchandise control and determine when 1 or both methods are used in a retail store.

4. Differentiate between the 3 general form of Dollar Control and the 2 dollar-control systems which may be used to operate these forms.

5. Compute the following for a specific period--the ending dollar inventory/O.H. and/or the dollar sales--when given any or all of the following figures: beginning inventory/O.H., receipts (purchases), markdowns, sales, and ending inventory/O.H.

6. Contrast the 10 advantages of unit control: as a valuable buying tool and as an important selling tool.

7. Compare the 7 reasons why Unit Control is not used more widely by all retail stores.

8. Determine the following for a specific period--the ending unit inventory/O.H. and/or the unit sales--when given any or all of the following figures: beginning inventory/O.H., receipts (purchases), sales and ending inventory/O.H.

9. Define physical inventory; relate its importance to merchandise control and describe the 4 stages of this process in department stores.

UNIT VI - continued

Chapter XIII - continued

10. Compute stock turnover for a specific period in units and/or dollars when given the sales, the beginning and the ending inventory/O.H. figures in units or dollars.

11. Contrast the variations in the stockturn rate in stores which are caused by these 4 factors: type of goods sold, store policy, store location, and the aid provided by manufacturers.

12. Distinguish between stock turnover, stock-sales ratio and stock shortages, plus determining their relationship to profit in a store.

Chapter XIV

1. Define "merchandise budget", plus stating its purposes and what its value is to the retailer in planning.

2. Describe the 5 requisites of the merchandise budget.

3. Evaluate the 3 factors to be taken into account in planning sales.

4. State the 3 objectives of stock planning and describe, in general, the decisions involved in the planning of same.

5. Define the 2 general classifications of reductions--markdowns (include discounts) and stock shortages--and determine their importance in budget planning.

6. Compare the 4 main causes of markdowns, other than discounts.

7. Compute the planned purchases and/or "open-to-buy" for a specified period when given the necessary figures relating to each of them.

8. Describe the 4 limitations of the merchandise budget.

C. Planned Activities

1. Chapters XIII and XIV

2. Case analyses: Case 39 and Case 15.

3. Field Trip - tentative

4. Quiz on each Chapter upon completion - dates on schedule

5. Quiz on each Chapter upon completion - dates on schedule.

UNIT VII

RECEIVING AND PRICING

Handling Incoming Merchandise
Pricing Merchandise

A. Major Concept

The process of handling incoming merchandise is necessary, of course, in stores of all kinds and sizes and involves the performance of several closely related activities. This Unit will emphasize the importance of the proper performance of these activities to help relieve the "profit squeeze" prevalent in most retail stores. Although successful pricing is often put forth as the means of maximizing profits it is only one of the steps-an important one which needs to be given careful consideration.

B. Specific Objectives

Chapter XV

1. Describe briefly the following activities in a retail store: Traffic, Receiving, Checking, Marking, and Distributing.
2. Determine the 5 basic requirements to insure effective performance of the Activities in Specific Objective #1.
3. Evaluate the 4 main advantages of centralizing the receiving, checking, and marking activities in medium and large size stores.
4. Compare the 4 factors to be considered when choosing a location for a centralized department for receiving, checking, and marking activities.
5. List the data usually required by stores upon receipt of merchandise and determine the 4 benefits resulting from the using of receiving records.
6. Determine the value of the 4 steps in the checking procedure.
7. Describe the 6 basic principles which guide the retailer in marking his merchandise, plus the 5 additional reasons for marking merchandise.
8. Evaluate the 3 most common methods of marking merchandise.
9. Describe the use and value of the following: hand or rubber-stamp marking, price tickets, pre-retailing, premarking, outside marking, and re-marking.

UNIT VII - continued

Chapter XV - continued

10. Describe the distribution of merchandise after it is marked in a medium and large size store, plus the changes in the use of reserve stock rooms in recent years.

11. Determine the 4 major functions of the traffic department relating their value in savings and benefits to the retailer.

Chapter XVI

1. Evaluate the 4 areas discussed in the text concerning successful pricing and/or maximum profits, the long-run point of view, individual and total profit, height of prices, and the art of pricing.

2. Differentiate between a one-price policy and a single-price policy.

3. Evaluate the use of the following: a single mark-up, several mark-ups, and individual item pricing.

4. Compare the 14 factors which often cause retailers to deviate from their usual mark-ups; determine when and why retailers choose to follow different mark-up policies.

Chapter XVII

1. Contrast the variety of policies among retailers as to the best time to take markdowns and know the current tendency toward the timing of markdowns.

2. Relate the meaning of the statement "the first markdown is the least expensive" to determining the size of the markdown.

3. Describe the 2 general policies used in handling markdowns on price-lined merchandise.

4. Determine the 3 main reasons for recording markdowns.

5. Identify 2 situations which would justify a retailer taking additional mark-ups.

6. Define a "leader" or a "special"; describe the 5 main arguments advanced by retailers in favor of them.

C. Planned Activities

1. Chapter XV, XVI, and XVII.
2. Case Study Analyses: Case 33 and Case 42.
3. Quiz on Unit VII - date on schedule.

UNIT VIII

SALES PROMOTION AND CUSTOMER SERVICES

Retail Advertising and Display
Other Nonpersonal Methods
Personal Salesmanship
Customer Services
Retail Credit

A. Major Concept

Once a store has been properly equipped and well-balanced assortments of merchandise have been assembled to meet the needs of prospective customers, measures must be adopted to attract these customers into the store and to induce them to make purchases. These measures should build good will for the store so that business with satisfied customers will continue so that the sales volume will continue at a profitable level. The function of sales promotion and customer services is to accomplish these purposes.

B. Specific Objectives

Chapter 18

1. Define sales promotion, including the 2 major types of same.
2. Determine the 5 major purposes of advertising and its 3 limitations.
3. Differentiate between the 2 main types of retail advertising and the chief forms of each; also determine the trend toward a combination of these 2 types.
4. Evaluate cooperative advertising from both the retailer's and the manufacturer's point of view.
5. Determine the 5 steps in a complete advertising program for a retail store, particularly with relation to timing, merchandise selection, copy and illustration choice, layout, why particular medias are used, and predicting the results of advertising.
6. After determining the types and planning involved for Special Sales Events, compare their advantages and disadvantages to a retailer.
7. Determine the importance of displays in the retail store, including the essentials of good window displays and the 3 types of interior display.

UNIT VIII - continued

Chapter 19

1. Evaluate the use of Telephone and Mail Order selling by retail stores with particular emphasis on types of customers, suggestion selling, its 7 disadvantages and 8 advantages, and its importance in the future.

2. Determine the 4 factors which have led to improved packaging and the 9 elements which retailers want in good packaging.

3. Compare the 3 types of package labeling and evaluate their use and value in sales promotion.

4. Define a consumer premium and the 2 major types.

5. Determine the 4 steps to insure effective use of consumer premiums by the retailer.

6. Evaluate the use of trading stamps as a sales promotion tool, including customer acceptance and the 4 requirements for a retailer's successful use of stamps.

Chapter 20

1. Evaluate the present and future importance of personal salesmanship and the 5 steps retail stores could take to improve retail selling.

2. Describe the 4 elements in any sale and their relationship to the profitable operation of a retail store.

3. Differentiate between the 7 steps in the selling process with particular emphasis on the Presentation and Suggestion Selling.

Chapter 21

1. Compare the 5 guidelines a retail store could use in deciding its policies as to customer service.

2. Evaluate the 5 more important customer services offered by retail stores.

3. Describe the 3 major types of wrapping systems plus the value and use of prepacking and gift wrapping.

UNIT VIII - continued

Chapter 21 - continued

4. Determine why a retail store would use any of the 5 classifications of delivery systems.

5. Describe the 5 major causes of customer complaints; evaluate the retailer's handling of same.

6. Compare the responsibility of the retail store and the responsibility of the customer with reference to "returns."

7. Determine why the retailer's cost of handling returns has caused them to use the 2 approaches to minimize returns.

8. Describe a minimum of 8 other customer services offered by retail stores.

Chapter 22

1. Describe the 4 major types of retail credit, including the operational expense to both the store and the customer.

2. Evaluate the 3 factors which indicate the importance of credit sales to the retailer.

3. Differentiate between the 3 problems connected with selling on credit giving particular attention to the 3 major costs to the retailer.

4. Compare the opening of a credit account in a small store with that of a medium to large size store and what 5 steps are usually followed in the latter.

5. Describe the 3 means of identifying charge customers when they are making a purchase and the authorization of this purchase based upon whether it is a "take" or "send" transaction.

6. Evaluate the use of credit cards--their advantage and disadvantages to the customer and the retailer.

7. Enumerate the 7 ways of determining the efficiency of the Credit Department of a retail store.

UNIT VIII - continued

C. Planned Activities

1. Chapters 18 thru 22.

2. Verbal class assignments:
   Chapter 18 - examples of 2 main types of retail newspaper advertising and 1 example of a combination of these 2 types.
   Chapter 20 - Shopping Report based on personal visit to retail store and evaluation of salesperson.

3. Case Study Analyses:

   Chapter 18 - Case 48
   Chapter 20 - Case 65
   Chapter 21 - Case 67
   Chapter 22 - Case 93

4. Handouts:

UNIT IX

RETAIL INSURANCE

A. Major Concept

The retail organization, whether large or small, is constantly subject to risks--to its stock, to its investment in the building and equipment plus it being liable to many persons. From the retailer's point of view these risks are significant and this Unit will cover the methods a retailer may use to deal with these risks.

B. Specific Objectives

1. Describe the 3 main methods a retailer may use in dealing with risks in retailing.

2. Describe briefly the 8 types of insurance available to retail organizations.

3. Define tangible property insurance and evaluate briefly the 10 areas which can be covered by same.

4. Determine the value to the retailer of business interruption/loss-of-use insurance and state 2 specific reasons for carrying a policy.

5. Define liability insurance and evaluate its use in the 7 areas which can be covered by same.

6. State which 2 basic types of insurance practically all retailers agree are essential and under what condition a 3d type is required by law.

C. Planned Activities

1. Chapter 27

2. Students' verbal presentations on types of insurance, etc.

UNIT X

COORDINATION

A Major Management Responsibility

A. Major Concept

Management's prime responsibility is to operate profitably and coordination of the activities of the store is one essential step to retail profits. Every retail firm needs some individual, or a very small group of individuals, to keep the various departments functioning as well-integrated units.

B. Specific Objectives

1. State why coordination is essential to a profitable retail operation, who should be responsible for this coordination, and why a "driving" type of person is required to achieve this coordination.

2. Describe briefly the 4 most important tools which can aid a retailer in carrying out his coordination function.

3. Determine why a retailer should compare his operating and merchandising results with those of comparable retailers; name a minimum of 4 sources of comparative data.

4. Define retail research and describe the following: the 4 main steps involved in this research; the 2 requisites for effective research; a minimum of 5 areas in which retail research is currently being applied.

5. Evaluate the following: the importance of management keeping abreast of changing conditions and how this can be accomplished; the "follow-through;" a well-developed system of communication within the retail organization.

C. Planned Activities

1. Chapter 28

GOLDEN WEST COLLEGE

MANAGEMENT - RETAILING # 53
Advertising

Mildred L. Anderson - Instructor

Fall Semester - 1969

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COURSE CONTENT

A. Major Objectives of Course

Advertising deals with people--with the way they live, the things they do, the things they buy and the services they seek, and with the men who make the goods and who render the services. The objectives of this course are to give the student an opportunity to learn the basic principles of the creation of advertising, the media in which it is used, and to further his understanding of the purpose and role of advertising in relation to economics.

Occupational training is a major purpose of junior colleges and the curriculum is designed to provide training which enables the students to obtain employment and to advance on the job, as well as to give that breadth of understanding which is essential for personal and community effectiveness.

B. List of Units of Instruction

	Chapters
I. Purposes of Advertising	
.....in Our Economy	1
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MATERIALS OF INSTRUCTION

A. Required Textbook

"Advertising Procedure" - Fifth Edition
Author - Otto Kleppner
Publisher - Prentice-Hall, Inc.

B. Library Materials

1. Books

Author	Title
Hepner, H. W.	Advertising
Mathews, J. E.	The Copywriter
N.R.M.A.	How to Write Better Advertising Copy
Reeves, R.	Reality in Advertising
Rosenblum. M. L.	How to Design Effective Store Advertising
Sandage, C. S.	Advertising Theory and Practice
Baker, Stephen Packard	Psychological Aspects
Singer, D.	Your Future in Advertising
Caples, G.	Testing Advertising Methods
Barton, R.	Media in Advertising
Moyer, M.	Madison Avenue, U.S.A.
Smith, R. L.	Bargain Hucksters
Tyler, Poynts	Advertising in America
Wainwright, L.	The TV Copywriter, How to Create Successfully
Hattwick, M. S.	New Psychology of Selling
Russell, F. A.	Textbook of Salesmanship
Mauger, D.	Modern Display Techniques

2. Periodicals

Advertising Age	Management Review
Business Week	Merchandising Week
Changing Times	Modern Packaging
Consumer Reports	Nation's Business
Distribution Age	Printer's Ink
Economist	Public Relations Journal
Fortune	Sales Management
Harvard Business Review	Survey of Current Business
Journal of Marketing	Dun's Review and Modern Industry
Journal of Retailing	Federal Reserve Bulletin

3. Newspapers

Women's Wear Daily — Wall Street Journal

C. Audio-Visual Materials

Motion Films — Slides and Strips — Handouts

UNIT I

PURPOSES OF ADVERTISING

.....in Our Economy
.....in Marketing
The Strategy of Campaigns
The Advertising Spiral
Tactics

A. Major Concept

Since Advertising is part of the Industrial Revolution which concerns man's ability to produce goods by machine, there is a correlation with production, marketing and consumption patterns. Advertising is one of the activities of the marketing mix in placing a product on the market. The advertising stage of a product depends on the attitude of people toward a product at a particular time. In addition to its broad objectives advertising in sharpened to meet certain specific problems which a business encounters.

B. Specific Objectives

Chapter 1

1. Define advertising.

2. Define discretionary spending power and relate it to the growth of advertising since 1940.

3. Know the 5 chief characteristics of the mass consumption society and their relation to advertising.

4. Enumerate the 6 most significant changes in marketing, particularly in retailing, since World War II.

Chapter 2

1. Define the 7 forms of advertising and know the different goals of each in advertising.

2. Know the uses of advertising other than in the sale of products.

3. Determine the relative importance of the 10 elements in marketing mix for a new product.

UNIT I - continued

Chapter 3

1. Define the 6 stages in which a product may fall in order to determine an advertising strategy.

2. Understand why a product can be in 2 or more stages at one time.

Chapter 4

1. Determine why and when one would use any of the 14 purposes behind advertising campaigns.

C. Planned Activities

1. Chapter 1, 2, 3 and 4.

2. Student presentation in class of examples of advertisements in the pioneering, competitive, and retentive stages; also one of new pioneering, new competitive, or new retentive stage.

3. Student presentation in class of advertisements representing a minimum of 5 purposes behind advertising campaigns.

UNIT II

CREATION OF ADVERTISING:

The Behavioral Sciences
Copy--Its Structure
Copy--Its Style
Visualizing
Layouts
Planning the Print Production

A. Major Concept

The remarkable thing about advertising is that it can prompt people to buy a specific, advertised product voluntarily. Since an advertisement deals with only one person at a time, his interest depends upon the degree to which the advertisement speaks to him about his interests, his wants, his problems, his goals. Virtually all advertisements are intended to produce a response that is favorable to the advertiser, and the individual advertisement is designed to produce a certain intended response in thought and eventually in action. The advertisement must be prepared in such a manner that it will achieve the desired result. This Unit will cover the various aspects of this preparation--copy, visualization, layout, and the physical production of the advertisement.

B. Specific Objectives

Chapter 5

1. Compare how the anthropoligist, the sociologist, and the psychologist view man's behavior and how these viewpoints are applicable to advertising.

2. Define and relate the following terms to advertising: appeal, motivation, identification, status symbol, pluralistic society, reference group, social stratification, and attitudes.

Chapter 6

1. Name the 2 elements of copy of the simplest advertisement; name the 4 elements in the basic structure of copy if more persuasion is needed to sell a product or service.

2. Compare the 5 forms of headlines giving a brief example of each form.

3. Differentiate between the 5 devices frequently used to build proof and reassurance in an advertisement.

4. Determine why different closing methods are used to strengthen the advertisement reader's determination to buy a product or service.

UNIT II - continued

Chapter 7

1. Distinguish between the factual and the emotional approach of describing a product or a service.
2. Describe the 4 elements of narrative copy as a form of emotional approach.
3. Contrast the features of mail order copy, copy for industrial advertising, and copy for professional journals.
4. Identify the 5 major classes of slogans; name the purposes and requirements of a good slogan.
5. List a minimum of 6 qualities that good advertising copy should have.

Chapter 8

1. Describe a minimum of 10 ways of visualizing ideas.
2. Name the 3 criteria of a good visualizing idea.
3. Define and compare visualization vs. layout; determine the purpose of visualization.

Chapter 9

1. Define the following terms: layout, optical center, formal balance, informal balance, primary colors, artist's medium flow and unity.
2. Compare 7 forms/ approaches for getting attention through a layout.
3. Name a minimum of 6 questions which must be answered satisfactorily to determine the quality of a layout.

Chapter 10

1. Define the following terms: print or mechanical production, typography, type face, upper case, lower case, family of type, type font, points, pica, and leads.
2. Name the 3 things which make a body of copy readable.

3. Compare the 5 chief ways of setting the type for advertisements.

4. Distinguish between the 3 major methods of printing.

C. Planned Activities

1. Chapters 5 through 10

2. Field trip to newspaper (tentative)

3. Class presentations by students as follows:

Chapter 5 - Two advertisements with which the student feels he can identify and two with which he feels he cannot.

Chapter 6 - Five advertisements that best reveal each of the 5 forms of headlines.

Chapter 7 - Three advertisements--one each using the factual approach, the emotional approach, and narrative copy; five advertisements showing each of the 5 classes of slogans.

Chapter 8 Ten advertisements illustrating 10 different methods of visualization.

Chapter 9 - Ten advertisements illustrating each of the following: 6 methods of getting attention; formal balance; informal balance; flow and unity; and poor layout.

Chapter 10 One advertisement each of good typography and poor typography--write why each was chosen and recommend any changes to be made.

UNIT III

MEDIA OF ADVERTISING

Newspapers - Magazines
Television - Radio
Outdoor/Transit Advertising
Direct Mail, Films, and Supplementary
Media Planning

A. Major Concept

The advertiser's goal in selecting media is to find that combination which enables him to communicate his message in the most effective manner to the largest number of potential customers at minimum cost. This may be accomplished through the use of a single medium which is uniquely appropriate or it may require a combination of many different media. This Unit outlines some of the factors which influence the suitability of various media to specific advertising situations.

B. Specific Objectives

Chapter II

1. Define or describe the following: agate lines, geographic flexibility, display advertising, classified advertising, local advertising, national advertising, flat rate, open rate, combination rate, short rate, milline rate, tear sheet, preferred position, ROP position, split run, make up restrictions, volume or quantity discount, and time or frequency discount.

2. Compute the number of lines in an advertisement in a newspaper based on the depth in inches and the width in columns.

3. Contrast the two sizes of newspaper pages in number of columns and line depth.

4. Determine the 2 variables for comparing the cost of newspaper space and their relation to the milline rate and its purpose.

5. Describe how newspaper space is ordered and the 2 steps involved.

6. Determine the criteria used by national and local advertisers when picking newspapers to use in presenting their products.

7. Describe the market information and merchandising services offered by newspapers to their advertisers.

Unit III - continued

Chapter 12

1. Name the 3 major categories of magazines.

2. Define or explain the meaning of function of the following: territorial flexibility; regional issues; split run; page size; bleed page; gate fold; short rate; inserts; 1st, 2nd, 3d, and 4th covers; Junior units; primary, pass-along, and total circulation; paid vs. controlled circulation; frequency, dollar and bulk discounts; circulation guarantees; magazine groups; horizontal and vertical industrial publications.

3. Describe the merchandise service offered by magazines.

4. Distinguish between the following "dates:" issue, on sale, and closing.

5. Describe 2 methods of obtaining data about magazine readers.

6. Determine the criteria for selecting a particular magazine to use for advertisements.

7. Identify the 9 board categories of consumer magazines and name an example of each.

8. Differentiate between the 3 groups of farm magazines--national, regional, and vocational.

9. Differentiate between the 3 groups of business publications--trade papers, industrial publications, and professional publications.

Chapter 14

1. Determine the characteristics of television as a medium--size, geographic selectivity, personal nature, color impact, etc.

2. Define or describe the following: network television, spot television, local television, promos, clutters, delayed telecast, carry-over, a commercial/television spot, prime time, fringe time, station breaks, piggy backs, product protection, pre-emptible and non-premptible times.

3. Compare the 3 ways for an advertiser to buy time on a network program as one of the following: full program sponsor, alternate sponsor, and participating advertiser.

4. Describe the unit method of buying spot/commercial time and on what basis the rates are determined.

5. Differentiate between the 4 techniques used to gather information on TV audiences' viewing habits in terms of stations, programs, and time of viewing.

6. Identify the six questions an advertiser asks when in process of planning the purchase of advertising time.

Chapter 15

1. Determine the 3 things a creator of TV commercials must bear in mind in developing the commercials.

2. Describe the 10 guides to the writing of a commercial.

3. Compare the 3 different ways in which a commercial is put on the air--live, film, tape.

4. Describe the 6 specific approaches suggested by the text for increasing creativity in TV commercials.

5. Determine the purposes and values of using "The Jingle" and "The Melody" in TV commercials.

6. Determine the influence of the scale of union wage agreements on the costs of producing commercials, plus the relationship of "residuals" to planning budgets for TV commercials.

7. Define or describe the following: the storyboard, pilot films, use of color production vs. black and white, musical effects, oticals.

Chapter 16

1. Determine the characteristics of radio as a medium--size, geographic selectivity, personal nature, freedom and rate of listening, flexibility, and problems of measuring the listening audience.

2. Define or describe the following--network radio, spot radio, regional networks, drive time/traffic time/prime time, spot participation, ROS.

3. Evaluate the use of spot radio by advertisers.

4. Compare the discount forms available to an advertiser when buying radio. time--frequency and package plans.

5. Differentiate between the 5 methods of gathering radio listening information.

6. Identify the 5 questions an advertiser asks in the process of planning to purchase radio time.

7. Determine the 8 key elements which are crucial in determining radio commercials which stimulate buying interest--4th strive for and 4 to avoid.

Chapter 17 - please read for your own information -- will not be covered in class or related to any examination.

Chapter 18

1. Define direct mail; determine when the use of the same material is referred to as direct advertising and sales promotion material.

2. Differentiate between direct mail and mail order advertising.

3. Determine the 9 uses of direct mail.

4. Identify the 6 questions which an advertiser should answer before determining his direct mailing list.

5. Name a minimum of 8 of the 19 sources an advertiser can use to compile direct mail lists; also determine the function of a list broker.

6. Describe the 7 chief forms of direct mail, relating each to its purpose, nature of message, and cost.

7. Determine how "cost per inquiry" and "cost per order" is computed for mail orders.

8. Describe the 3 plans for using direct mail--test-mailing, continuous, and campaign.

9. Distinguish between theatrical films and business (non-theatrical) films.

10. Differentiate between advertising specialties and premiums; determine the one most frequently used specialty; list a minimum of 6 other ones

11. Describe 3 media used extensively by advertisers-- matches, directories, and programs.

Chapter 19

1. Differentiate between the 10 factors upon which the strategy of creating a media plan for a product is based.

2. Define or describe the following: market segmentation; heavy users; heavy buyers; demographic date/buyer profile; audience profile; local, regional, national and selective plans; and coverage.

C. Planned Activities

1. Chapters 11, 12, 14, 15, 16, 18 and 19.

2. Television Commercials - written survey by student on three creative approaches.

3. Examples of direct mail brought to class by students.

4. Written assignments: Case Problems - Chapters 18 and 19.

5. Quizzes upon completeion: Chapters 14 and 15; Chapters 16, 18 and 19.

UNIT IV

GETTING SET FOR ACTION

Creating the Trademark
Packaging
Marketing Research: Part I - Methodology

A. Major Concept

In order to insure that the potential customer who is influenced by advertising will buy the advertiser's product rather than a compititor's product, it is necessary that the potential buyer be able to identify the advertiser's particular product. It is for this reason that so many products on the market today bear some identification, either in connection with the product itself or on the package. The trademark and brand name are devices to aid consumer memory, to make resale easy, and to facilitate the customer's selection of the particular manufacturer's product that has been presold through advertising or other promotional means. The package on the shelf is in itself an advertisement, capable of affecting the sale at the crucial moment of purchase. Whoever is responsible for advertising also is involved in packaging. Marketing research is an organized way of gathering facts needed for making a marketing decision. Since marketing research includes research on advertising problems, this Unit also includes marketing research and its application to advertising problems.

B. Specific Objectives

Chapter 20

1. Define trademark, including its 2 purposes; brand name, trade names, service marks, collective marks, certification marks.

2. Compare the 5 legal requirements to keep in mind in creating a trademark.

3. Evaluate the 6 most successful forms of trademarks.

4. Contrast the chief criteria, from the advertising viewpoint, for creating or selecting a trademark

5. Determine what is meant by trademark registration, if a trademark must be registered to be valid, and the 5 ways a trademark can be protected against becoming public property.

6. Differentiate between trademarks and copyrights

UNIT V

ACTION IN ADVERTISING

The Dealer Program
Advertising Management
Retail Advertising

A. Major Concept

Up to this point the concern has been with those efforts which would get the consumer to ask for the product and making the product acceptable to them. This Unit is concerned with: getting the dealer/retailer to buy and promote the product in his store; the retail store and its advertising operation; and the running of an advertising operation, whether at the agency or advertiser level.

B. Specific Objectives

Chapter 24

1. Determine the need for dealer merchandising programs/trade promotions/dealer-tie ins/dealer programs; the 5 forms they take frequently.
2. Define point-of-purchase advertising.
3. Evaluate the 6 factors which influence the effective use of displays.
4. Determine the 4 results a retailer believes a good display should create and 6 examples for getting the shopper to buy something extra.
5. Name a minimum of 6 considerations that should be kept in mind in considering point-of-purchase advertising.
6. Define premiums and name the 6 purposes of same.
7. Differentiate between a give-away premium and a self-liquidating one
8. Determine what makes a good premium, naming a minmum of 6 criteria for choosing the use of premiums.
9. Define sampling; determine the types of products used; the 3 ways of sampling.
10. Evaluate the use of contests to stimulate sales for a consumer product and name a minimum of 6 reasons for the use of contests.
11. Contrast consumer deals and trade deals.
12. Define dealer cooperative advertising, including its advantages and disadvantages to the retailer and the manufacturer.

UNIT IV - continued

Chapter 21

1. Differentiate between the 3 general considerations (plus specific points for each) to be kept in mind when creating the packaging of a product.

2. Describe the use of the following: package inserts, neck booklets, mandatory labeling, descriptive labeling, a consumer deal, Kits."

3. Evaluate the 5 complaints of consumers on packaging.

Chapter 22

1. Contrast the 4 examples of the uses of marketing research.

2. Differentiate between the 4 basic steps involved in market research to "find out" something.

3. Define or describe the following: primary data, secondary data, research design, open end research, paired comparison test, experimental model, structured research, unstructured research, semi-structured research.

4. Compare the advantages and disadvantages of the 4 chief methods of interviewing in structured research.

5. Determine a minimum of 6 guide lines for planning a questionnaire in structured research for mail and/or telephone interviews.

6. Evaluate the unstructured interviews; include methods, purposes and results gained.

C. Planned Activities

1. Chapters 20, 21 and 22.

2. Students' demonstrations in class of 1 each of the following: the 6 forms of trademarks; a service mark, a collective mark; and a certification mark; a public notice of a registered trademark.. Chapter 20.

3. Students' demonstrations in class of the following: 3 advertisements built around the merchandise opportunities of the package; An "Ap" of A package which helped sell the product enclosed; a package which is an example of one of the 5 complaints about packaging by consumers.

4. Quiz on Unit IV -- date on schedule.

UNIT V - continued

Chapter 25 - please read for your own information and review. This chapter is an in-gathering of many of the factors previously covered.

Chapter 26

1. Compare the general relationship between advertiser, agency, and publisher in the latter part of the 19th Century with the advertising agency as it is today.

2. Define or describe an advertising agency, including its main job and primary functions.

3. Determine the activities and responsibilities of the following in an advertising agency: Creative Director, Media Director, Print Production, Broadcast Production, Traffic Director, Research Director, Account Supervisor, and Account Executive.

4. Describe the most popular plan of operation for large advertising agencies and the activities of the Account Executive under this plan.

5. Determine what is meant by agency commission, who pays it, and whether it includes production charges.

6. Describe how an advertising agency earns recognition, including the 3 requirements it should meet before applying to a media.

7. Evaluate the most wide-spread form of agency compensation--"the commission system."

8. Describe 3 questions and answers which one would consider in the selection of an advertising agency.

9. Compare the functions of the manufacturer's advertising department with those of an advertising agency; explain why there are variations in the status of the former between manufacturers.

Chapter 27

1. Define or describe the following: national advertising, retail advertising, promotional copy, institutional advertisements, annual store events, promotional stores, non-promotional stores, and semi-promotional stores.

2. Determine the 4 reasons for advertising by a large department stores.

UNIT V - continued

Chapter 27 - continued

3. Describe the activities involved before, during, and after the running of an advertisement by a retail department store.

4. Evaluate the 6 media used for retail advertising.

5. Compare the operation and scope of advertising departments in small and large retail stores.

C. Planned Activities

1. Chapters 24, 26 and 27.

2. Assignments for Verbal Class Presentations:
   Chapter 24 -- 2 advertisements each of the following: dealer displays, premiums, and contests; written evaluation of dealer display in a store.
   Chapter 27 -- 2 advertisements each of promotional, sales events, and institutional advertising by retail stores.

3. Written Assignment:
   Chapter 24 -- Case Study on "Dealer Program."

UNIT VI

ABOVE THE DIN

Background of Laws Relating to Advertising
Critique of Advertising

A. Major Concept

This Unit introduces the philosophy and the reasons for various Federal and State laws. The latter are to protect the public against fraudulent advertising. In addition to the limitations imposed by law, the Unit considers the vast area of self-regulation by advertising which represents a growing sense of responsibility to the public. It concludes with a discussion of the effect of the competitive system in inspiring men to make products and the differences in the goals of advertising in the different stages of the advertising spiral.

B. Specific Objectives

Chapter 29

1. Determine where and how does the Constitution give Congress power under which it has the right to regulate advertising.

2. Compare the purposes and chief features of each of the 4 major Federal laws related to advertising, plus the 4 statutes aimed at specific industries.

3. Define "Right of Privacy."

4. Describe the participation and activities of the following in the area of self-regulation in advertising: Better Business Bureau, the ANA-AAAA Interchange Program, individual industries, media, and individual advertisers.

Chapter 30

1. Define or describe the Creative Nature of the competitive system.

2. Distinguish between perfect competition, imperfect competition and complete monopoly.

3. Compare and evaluate the following: "trivial differential," "imaginary differential," the "Puss-in-the Corner Game" and the "Costly Armament Race."

UNIT VI - continued

Chapter 30 - continued

4. Identify the 7 major questions raised concerning criticisms leveled against advertising and evaluate each of these.

C. Planned Activities

1. Chapters 29 and 30
2. Speaker from the Better Business Bureau (tenative).
3. Chapter 29 - Case Problem Analysis